



A CRITICAL EVALUATION ON NATIONAL EDUCATION POLICY 2020

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ABSTRACT

My research paper provides a critical evaluation of the National Education Policy 2020. It is very important for having a well outlined and innovative education policy at all levels of schools, colleges and universities which gives a betterment in social and economic context. According to customs and heritage, many countries acquire various education systems and also acquire various stages in their life cycle to make it fruitful in all schools and colleges education level. On 29 July 2020, The Government of India released a national education policy under a committee chaired by Dr. K. Kasturi Rangan. He was also a former chairman of Indian Space Research Organization (ISRO). In June 2017, the committee was constituted and on 31 May 2019, the committee submitted its report. The findings mainly highlight the potential benefits of the policy, including promoting inclusivity, digital liter skill development, and holistic student development. However, the evaluation also reveals challenge implementation, such as infrastructural constraints, equity gaps, resistance to change and the need for capacity building. By identifying these strengths, weaknesses, and opportunities, this research contributes to the understanding of the national education policy 2020 and provides policy recommendations for effective implementation.

KEYWORDS: National Education Policy 2020, Education System, Policy Evaluation, Implementation, Challenges, Basic, Salient Features, Transformative Opportunities, Stages, Merits, Weaknesses, Strengths, Infrastructural, Constraints, Drawbacks

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1. INTRODUCTION

We know that education is the most fundamental thing to upgrade national development. As in India, the young people are very high, so it is very essential to give high quality educational opportunities as they are the future of our country. It is seen that in India most of the students enroll in colleges is very limited, because many students did not able access in higher educational institutions as most of the students belong to socio-economically disadvantaged areas, the teachers are very limited and in most of the colleges and universities there is a lack of research work and innovations. This national education policy gives importance on the development of cognitive abilities to each of the students, like – problem solving and critical thinking. All students not only learn, but they also learn how to learn. The pedagogy must be holistic, discovery- based, flexible and learner-centered. The teachers are also playing a vital

role in the education system. This policy helps the teachers to develop at all levels so that the teachers can re-shape the future generations of students. The main aim of this new education policy is to give high-quality opportunities to all the students.

2. OBJECTIVES

My study the main objectives are as follows –

- A. To find out the basic principles of NEP 2020
- B. To role of teacher according to NEP 2020
- C. To highlight the different stages of education
- D. To overview what new things were added to higher education in NEP 2020
- E. To estimate the implications of NEP 2020 in higher education.
- F. To identify the challenges and drawbacks of NEP 2020
- G. To understand the relevance of NEP 2020

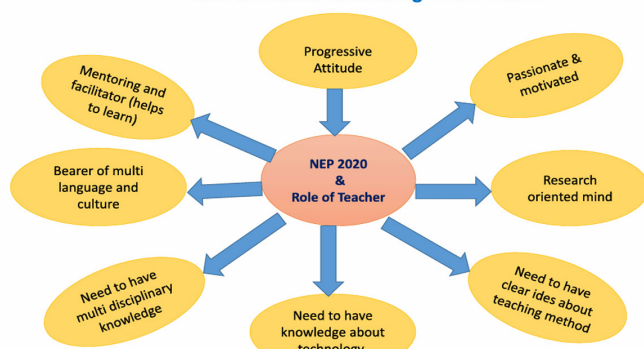
3. RESEARCH METHODOLOGY

This research paper is a documentary study and qualitative and theoretical research in nature. This work is mainly based on official documentary evidence and various sources of information like books, e-books, journals, articles, websites, reports of various organizations, the internet, blogs, and written documents. The methodology consists of a conceptual discussion on the highlights of NEP 2020.

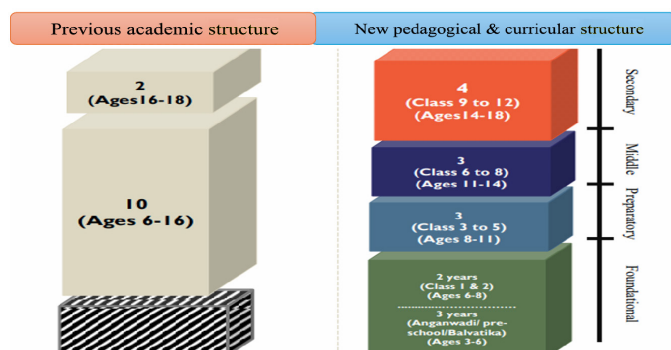
4. SALIENT POINTS OF NEP 2020

- A. All students are flexible in choosing the subjects and can choose their own way along with their own interests and own talents.
- B. This policy finds out the various capabilities of each student in academic as well as in non-academic areas.
- C. All students are able to choose any subject from different streams because there is no hard separation.
- D. All students can achieve Foundational Literacy by Grade III.
- E. There will be a multidisciplinary study, so that the students are able to gain knowledge from different areas.
- F. Instead of rote-learning, the national education policy gives emphasis on conceptual understanding.
- G. In the teaching-learning process, multilingualism and the power of the language must be raised.
- H. In this policy, main encouragement is given on critical thinking and on innovative thinking.
- I. Instead of summative evaluation, the focus is given on formative evaluation in a regular manner.
- J. The students can be able to develop some life skills like Teamwork, Communication, cooperation and Resilience.
- K. Role of teacher, according to NEP 2020:

Role of teacher according to NEP 2020



- L. Different educational stages: After cross evaluate the previous academic stages of previous education policy with educational stages of NEP 2020 are highlighted-



- **Foundation Stage:** Foundational stage is for five years. In this stage basic education is being provided and the education will be flexible, discovery-based, activity-based, play-based and multi-level. The emotional and cognitive level of a child must be continuously improved by research.

- **Preparatory Stage:** The preparatory stage is for three years. This stage is also activity-based, play-based and discovery based, and the children gradually link up with normal classroom learning along with some textbooks. This stage is mainly focused on introducing various subjects so that the children can develop various knowledge from various subjects.
- **Middle Stage:** The middle school stage is for three years. This stage has given focus on the abstract concepts of all subjects such as mathematics, arts, sciences, humanities and social sciences and the method of learning is experiential learning at all specialized subjects along with subject teachers. At this stage, there was a semester system.
- **Secondary Stage:** The secondary education stage is for four years. The subjects of this stage will be multidisciplinary, and the style of curriculum will always have greater critical thinking, greater depth and greater flexibility. In this stage, there was a semester system and each semester the students will study 5 to 6 subjects. At the end of class 10th and 12th the board exams will be held.

Other Higher Educational Stages:

- **Under-Graduation Stage:** The duration of under-graduate degrees will be three / four year's duration. After passing the first year the students get a certificate, after passing second year the students will get a diploma and after the third year the students get a bachelor's degree. Major, minors and research projects are basically preferred in four-year undergraduate degree programmes.
- **Post-Graduation Stage:** The students who have four years BA degree have one year MA degree; three years BA degree have two years MA degree. In an MA degree there must be a research component; so that the competence in the professional areas will increase and the students will prepare for a degree of research.
- **Research Stage:** The minimum period of PhD for a full-time and part-time is three to four years. In this stage the students can pursue high quality research with any multidisciplinary subject. In PhD there must be 8 credit course work in education / teaching / pedagogy related to their own subject.
- **Lifelong learning stage:** The new policy NEP 2020 gives lifelong learning so that all human beings are not deprived from having an experience, skills and knowledge in society and have a comfortable life. Sometimes it is believed that at any stage education and research gives satisfaction for a whole life.

5. CHALLENGES AND LIMITATIONS IN IMPLEMENTING NEP 2020:

- A. **Infrastructural constraints and resource allocation:** One of the significant challenges in implementing the NEP 2020 is infrastructural constraints and resource allocation. The policy aims for quality educational infrastructure but

existing setups, especially in rural disadvantaged areas, often fall short. Inadequate funding hampers improvement, affecting teaching learning. The Ministry of Human Resource Development's report highlights a substantial gap between existing and required infrastructure, including classrooms, libraries, labs and other essential facilities (Kaurav et al., 2021).

- B. Addressing equity and inclusivity gaps:** Addressing equity and inclusivity gaps is a core focus of NEP 2020, striving for equal educational opportunities regardless of social, economic, or cultural backgrounds. Yet, effectively implementing policies to tackle these gaps remains challenging. 16 India's education system grapples with disparities in access, enrollment, and outcomes across social and economic strata. Marginalized groups, encompassing low-income, rural, and marginalized caste communities, often confront obstacles to quality education. Education: yet executing a standardized education across varied linguistic and cultural landscape necessitates meticulous curriculum planning and teacher preparation.
- C. Resistance to change and institutional barriers:** Implementing NEP 2020 faces challenges tied to resistance and institutional barriers. The policy brings significant changes in curriculum, assessment, teacher education, and governance. However, resistance from stakeholders, including institutions, administrators, and educators, can hinder its execution. 17 The resistance often stems from the unknown, impact concerns, and resource demands (Kasem sap, 2017). Some institutions may hesitate to alter established practices, hampering swift implementation. Such resistors can delay or partially realize NEP 2020, constraining its transformative potential on education.
- D. Capacity building and training requirements:** Successful NEP 2020 implementation hinges on developing educators' and administrators' skills. Teacher training and professional development are vital for improved pedagogy, subject knowledge, and emotional competence. However, the expansive training needs pose significant challenges. Training several professionals demands resources, planning, and coordination. The availability of qualified trainers and infrastructure, especially in remote regions, is limited. Ensuring program effectiveness sustainability requires ongoing support and monitoring.
- E. Policy coherence and coordination at various levels:** NEP 2020 spans curriculum, assessment, teacher education, and governance reforms. Ensuring policy coherence and effective coordination at various levels of implementation is a critical challenge. Different government departments, educational bodies, and institutions are responsible for implementing different aspects of the policy. Mechanisms for interdepartmental and inter institutional coordination are crucial synchronized efforts. Clear guidelines, effective communication, and shared responsibility are Regular monitoring and evaluation, feedback mechanisms, and periodic reviews can help identify gaps challenges in policy implementation, allowing for timely course correction and adjustment.
- F. Identifying the strengths, weaknesses and opportunities:** Evaluations provides a comprehensive assessment of the

strengths, weaknesses, opportunities, threats associated with the implementation of the National Education Policy (NEP) 2020 in India. Strengths: The NEP 2020 introduces comprehensive reforms covering curriculum, assessment, teacher education, governance, promising improved education quality. Its holistic approach emphasizes cognitive, social, emotional, and vocational learning, fostering rounded individuals. The policy prioritizes inclusivity and equal opportunities, addressing educational equity concerns across socio-economic backgrounds.

- G. Weaknesses:** Resource constraints, infrastructure limitations, and resistance to change could hamper effective NEP 2020 implementation.

The lack of a robust monitoring and evaluation framework may hinder assessing progress and needed improvements. Opportunities: NEP 2020's alignment with digital education trends offers opportunities for improved access, personal learning, and innovative teaching.

Collaborations between education, industry, and civil society can drive innovation and relevant curriculum development.

Suggestions for effective implementations:

Based on the critical evaluation of the NEP 2020 and its implications, the following policy recommendations contribute to its effective implementation:

- A. Sufficient funding and resource allocation are vital to support infrastructure, teacher training, and digital integration. Governments should prioritize education funding and ensure equitable distribution of resources to address infrastructural constraints and promote quality education.
- B. Policymakers should engage with teachers, parents, students, and education experts to gather feedbacks, address concerns and ensure their active participation in the policy implementation process.
- C. Regular evaluation and feedback mechanisms should be implemented to measure the impact of the NEP 2020 and make data-driven adjustments as needed.
- D. Continuous professional development programs can ensure effective pedagogical practices and support the transformation of teaching and learning processes.
- E. Foster collaboration and partnerships between educational institutions, industry stakeholders, and society organizations to leverage their expertise and resources in implementing the NEP 2020.

6. CONCLUSION

Education is the only key for success. The national education policy 2020 is a very broad changing concept for our nation's education system. No child will be left behind to gain education according to the new education policy 2020. The National Education Policy 2020 offers a robust framework for educational transformation in India, but challenges like resource constraints and equity disparities must be tackled for successful implementation. Considering the implications of this analysis, policymakers and practitioners can make informed decisions to effectively implement the NEP 2020 and shape the future of education in modern India. Education is playing a vital role in

lifelong learning. Today, without education, there is no existing human life in the world.

“Education is the most powerful weapon which can be used to change the world.”

-Nelson Rolihlahla Mandela

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